

Outline Studies
on India

Tissington Tatlow

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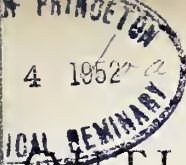


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OUTLINE STUDIES

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ON INDIA

FOR USE IN MISSIONARY BANDS

BY

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Educational Secretary S.V.M.U.

SECOND EDITION

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LONDON

STUDENT VOLUNTEER MISSIONARY UNION

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Introduction.

These Outline Studies are an attempt to meet the need of College Missionary Bands. The limitations under which students prepare papers for these Bands have been carefully taken into account. The chief limitations are these: it must be possible to prepare each Study quickly, and the books of reference must be short, inexpensive, and still in print. The latter condition I have found a great difficulty. Many of the most useful books, such, for example, as Robson's *Hinduism and its Relation to Christianity*, are out of print. I have mentioned some of these books in the "additional references," but in the first set of references I have named only those books which fulfil the conditions laid down, i.e. that they shall be short, inexpensive, and still in print. It should be said, however, that all the books recommended are reliable.

From this it will be seen that these outlines do not in any sense claim to be the best that could be written, nor do they in every case refer students to the standard works on the different subjects. I trust, however, it will be found that they give the kind of help which is needed by the members of a College Missionary Band. The whole course will be found somewhat harder than that on Japan, but the interest is just as great, and honest study will be richly rewarded.

The only criticism of any importance which was passed upon the *Outline Studies on Japan* was that the missionary interest was not introduced until too late in the course.

I have tried to meet this defect by arranging this series so that while the first two papers deal with country and people, history, religions, &c., the third paper shall deal with some phase of missionary work. This third paper should not be omitted. Several subjects which I would have liked to have treated—such as literary work, the Native Church question, methods of work, &c.—have been omitted because in most cases no literature of the kind needed on the subject was available, and even in cases in which literature was available, I found that so much research would have been necessary to enable the student to gather enough information for a paper that I decided it was wiser to omit the subjects altogether. In the case of some of the subjects which are given a place in the studies, the treatment has of necessity been very slight, e.g. Mohammedanism, which has been dismissed in one short outline. This was unavoidable, in consequence of the limit set upon the number of Studies.

The plan of the Studies is the same as that followed in the Outlines on Japan, with one alteration—the references have been divided into two sections. The Student is expected to *read everything that has been included under "References."* And it is hoped that colleges will be able to purchase all the books indicated under this heading which they do not already possess. Under "Additional References" have been included a number of reliable sources of information, a selection from which the student should consult if possible. Books marked with an asterisk (*) are especially useful. I have included *The Cross in the Land of the Trident* chiefly because in it, at the end of each chapter, further references will be found.

Eight meetings have been provided for, and it is intended that they shall extend over two terms. Where it is desirable to arrange for a larger or smaller number of meetings each term, the Educational Secretary should be consulted as to how best to adapt the Studies to meet the altered circumstances.

I have added a list, with publishers and price, of the books named under "References." I shall be glad to answer queries about other books, or about the Studies.

T. T.

12, TRINITY COLLEGE, DUBLIN,

June 4th, 1901.

NOTE TO SECOND EDITION.

Since these Studies were first published, Mr. St. Clair-Tisdall's textbook on India, entitled, *India: its History, Darkness and Dawn*, has been published by the S.V.M.U. I have added references in the present edition to this book. It will be found very valuable as providing a groundwork for the study of the whole subject, and should be carefully read by all members of Missionary Bands.

T. T.

August 22nd, 1901.

FIRST MEETING.

PAPER I.

(To occupy 10 minutes.)

The Land.

Ancient and modern names for India—"There is no India"—The Himalaya—India's great rivers—The Indo-Gangetic plain—The table-land of Central and South India—Area of the land—The climates of India—British provinces—Native states—The population—Classification of religions and languages.

Endeavour to give a clear idea of the three great physical divisions of India, i.e. Himalaya, River Plains, Deccan. Then proceed to show how the land is divided for political purposes. And finally show how the languages are distributed in India. For this study use two maps. Mark on the first the physical divisions of the land and the British and native provinces. And on the second trace the language distribution. For this latter purpose make an enlarged sketch of the language map given in Monier-Williams' *Hinduism*.

References—

Brief History of the Indian Peoples (Hunter),
chs. i., ii.

India (Sir J. Strachey), chs. i. to iii.

Hinduism (Monier-Williams), Introduction.

The Cross in the Land of the Trident (Beach), ch. i.

India : its History, Darkness and Dawn (St. Clair-Tisdall), Appendix I.

Additional References—

- *Vedic India (Ragozin), ch. i.
- *The Indian Empire (Sir W. Hunter), chs. i., ii.
- C.M.S. Atlas. Introduction to section on India.
- Hand Atlas of India (Constable).
- History of India (Lethbridge), parts i., ii., iii.

PAPER 2.

(To occupy 25 minutes.)

The Life of the People (Part 1).

Hindu life deeply religious—Home life uncomfortable—Primitive nature of the houses—The daily round, a series of religious ceremonies—The Brâhman and his daily observances—Caste—Its nature—The multiplication of castes—Marriage—Food—Professional pursuits and their relation to caste.

It is extremely difficult to deal with this subject, because the country is so large and the inhabitants so different. The above study deals with the customs of the larger portion of the Hindu population. But many outlines might be written dealing with the life of the hill tribes, Mohammedans, Sikhs, &c. Most of the space accorded to this paper should be occupied by a description of caste, and its place in the life of the Hindu.

References—

- The Hindu at Home (Padfield), chs. i. to iii.
- Hindūism (Monier-Williams), v., xi.

* See Introduction.

Brief History of the Indian Peoples (Hunter), ch. ii.
 The Cross in the Land of the Trident (Beach),
 chs. iii., v.

Additional References—

*Hinduism and its Relation to Christianity (Robson),
 ch. v.

*Hindu Manners, Customs, and Ceremonies
 (Dubois), part i.

The Trident, the Crescent, and the Cross (Vaughan),
 ch. ii.

The Indian Empire (Hunter), ch. ii.

Brāhmanism and Hindūism (Monier-Williams),
 ch. xviii.

Modern Hinduism (Wilkins), sections on *Early Life*,
Caste.

Daily Life and Work in India (Wilkins), ch. iv.

Caste, its Origin and Effects (Christian Literature
 Society).

PAPER 3.

(To occupy 10 minutes.)

Mary Reed, and Work Among Lepers.

Miss Reed's first appointment to the Mission-field—At Pithoragarh—Ill-health—Return to U.S.A.—Discovery of leprosy—Resolve to return to India—Appointment to Chandag—The extent of the work there—Spiritual ebb and flow in the work—The power of the Gospel—The nature of leprosy—Contagious—Incurable—Its extent in India.

We were anxious to include a Study on Indian lepers—who are numerous, and whose physical and spiritual

needs are great—but have not been able to find any very suitable literature on the subject. We therefore have written a short outline for a paper on Mary Reed, whose story is one of the most pathetic in the record of modern Missions. The book referred to is quite short, and should be read through before the preparation of a paper is attempted.

Reference—

Mary Reed (Jackson).

Additional References—

The Lepers of our Indian Empire (Bailey).

My Leper Friends (Hayes).

Without the Camp. A quarterly magazine of the Mission to Lepers.

SECOND MEETING.

PAPER 1.

(*To occupy 15 minutes.*)

The Life of the People (Part 2).

The dress of the people—Village and town folk—Moral character of the people—Ornaments—Food—The position of women—The wife an appendage to her husband—The sacred thread—Sacred marks—Hair-shaving ceremonial—Marriage rites—The substitute for a wedding ring—Child marriage—Begging—Almsgiving—Hospitality—Funerals.

The position of women need not be spoken of at any length as it will be treated separately. Wedding ceremonies and funerals might be described. Such points as sacred thread and marks, hair-shaving, begging, &c., should be passed over after brief mention.

References—

The Hindu at Home (Padfield), chs. iv. to xvii.

The Cross in the Land of the Trident (Beach),
ch. iii.

Additional References—

*India: What can it Teach us? (Max Müller)
lecture ii.

Daily Life and Work in India (W. J. Wilkins),
ch. iv.

Modern India and the Indians (Monier-Williams),
pp. 39 to 79 and 97 to 107.

PAPER 2.

(To occupy 15 minutes.)

Indian Womanhood.

Early life—Child marriage—Some of its evils—Enlightened Hindu opinion—The education of women—The position of the wife—The amount of religion permitted to a woman—Cruelty—Divorce—The Zenana—Nautch girls—Temple women—Widows—Their position—The question of re-marriage—Attempts at reform—What has been accomplished—What remains to be done.

We advise that in preparing for this paper the student reads *The Wrongs of Indian Womanhood*. This book will not take long to read, and is the best account obtainable of the present condition of India's women. One point on which caution is necessary is in speaking of the Zenana; remember that all Indian women are not secluded. Care should be taken not to leave a wrong impression with reference to the extent of the Zenana System in India.

References—

- The Wrongs of Indian Womanhood (Fuller).
- The Hindu at Home (Padfield), ch. vi.

Additional References—

- The Women of India and what can be done for them (Christian Literature Society).
- The High-Caste Hindu Woman (Ramabai).
- Our Indian Sisters (Storrow), chs. iv. to xv.
- Early Marriage, its Evils and Suggested Reforms (Christian Literature Society).

PAPER 3.

(To occupy 15 minutes.)

Medical Missions.

The value of medical work as an introduction to the people—The native's ignorance of medicine—Evil spirits and native remedies—The suffering of the women—The upper classes suffer most—Secluded sufferers—Hospital work—Work in Kashmir—Work at Delhi—The out-patient department—The Spiritual side of the work—Native medical evangelists—The need for doctors, both men and women—The need for trained nurses.

The references given are of necessity meagre. So far as we can discover no book has been written as yet dealing with Medical Missions in India. We mention work at Kashmir and Delhi as examples of hospitals for men and women respectively. Under the section "The Spiritual side of the Work," it would be useful to describe the nature of the religious services connected with dispensary work.

References—

Medical Missions (James Lowe), chs. ii. to iv., vii.

Medical Work in the Delhi Mission (*No. 8, Short Papers of the S.P.G. and Cambridge Mission to Delhi*).

A Plea for Medical Missions (*No. 2, ibid.*).

Medical Mission Leaflets, Nos. 1 to 8 (C.M.S.).

Additional References—

*Mercy and Truth, vol. i. (1897), see Kashmir, in index.

The Healing of the Nations (J. Rutter Williamson).

THIRD MEETING.

PAPER I.

(*To occupy 20 minutes.*)

Early History.

The sources of early Indian history ; the Vedas, epic poems of the Hindus, early Brâhmanic laws, Buddhist writings—The Aryans—Their descent on India and expulsion of Aborigines from the river plains—The origin of the Brahmans—Probable source of the Caste System—The laws of Manu—Schools of philosophy before the rise of Buddhism—Gautama, B.C. 544, and his work—Buddhism a protest against the tyranny of Brahmanism and Caste—Marked features of Buddhism—(1) Disregard of Caste—(2) Abolition of animal sacrifice and of vicarious suffering—(3) Stress laid on doctrine of Transmigration—(4) Importance assigned to self-mortification and abstract meditation—(5) Concentration of all human desires on the absolute extinction of personality—(6) No Supreme Being recognized—The contribution of Buddhism to Brâhmanism—The expulsion of Buddhism from India—Causes.

The main points to dwell on are the Aryans' invasion, the institution of the Caste System, and the rise of Buddhism. Buddhism has been dealt with at some length in the outline, as this is the only mention of it in the Studies. There is no Buddhism in India now. It will be worth while to try and give some account of the influence (which has been very great) of Buddhism on Hinduism.

References—

- Brief History of the Indian Peoples (Hunter), chs. iii. to v.
 Studies in Eastern Religions (Geden), pp. 203-234.
 Hindūism (Monier-Williams), ch. vi.
 India : its History, Darkness and Dawn, part I., ch. i.

Additional References—

- *The Indian Empire (Hunter), chs. iii. to v.
 *Hinduism and its Relation to Christianity (Robson), ch. iv.
 History of India (R. Lethbridge), chs. i. to iv.
 Vedic India (Ragozin), ch. ii.

PAPER 2.

(To occupy 15 minutes.)

History from the Greek Invasion until 1526 A.D.

The invasion of India by the Greeks—Darius Hystaspes, 521 B.C.—Alexander the Great, 327 B.C., and his Punjab Campaign—Scythian (or Tartar) inroads about 126 B.C. to 400 A.D.—Arab invasion of Sind, 647 A.D.—Hindu period; a time of religious development—A series of Mohammedan invasions and conquests—Mahmud of Ghazni—Conquest of the Punjab, Hindustan, and Bengal—Conquest of the Deccan and Peninsula—Hindu revolt, 1320 A.D.—Tartar invasion under Timur.

The history of India at the period of which we are writing was practically a series of wars. The number of names is confusing. If this paper is to give at all an

accurate idea of the relative importance of the different events, the student must read chs. vi. to ix. inclusive in Hunter's *Brief History of the Indian Peoples*, or some other historical work.

Reference—

Brief History of the Indian Peoples (Hunter), chs. vi. to ix.

India: its History, Darkness and Dawn, part I., ch. ii.

Additional References—

*The Indian Empire (Hunter), chs. vi. to x.

History of India (R. Lethbridge), chs. v. to xi.

PAPER 3.

(To occupy 15 minutes.)

Work Among Women in India.

Meaning of the word "Zenana"—Who are confined in the Zenana?—The effect of the system on the inmates—Mohammedan Zenanas—How the missionary is received behind the pardah—Itinerating among the villages—House-to-house visitation—The value of native Bible-women—Schools for girls—The spiritual results of school work—The Gospel a message of hope to India's widows—The outlook for the future of Missions to women in India.

This outline is not entirely satisfactory, but will serve as a skeleton upon which to build a paper on Mission work among women. It has been impossible to suggest the incidents with which a paper on this subject must be

illustrated, if it is to be interesting. The paper should not be hard to write, as *Behind the Pardah* is full of interesting material. For example, pages 91 to 93 supply material which might be used to illustrate the section on "Itinerating in the Villages." We advise a rapid reading of *Behind the Pardah*, with a pencil and a sheet of paper, on which should be noted incidents to be used in preparing for the Missionary Band. This outline omits medical work for women as it is treated in another study.

References—

Behind the Pardah, chs. ii., v. to ix., xi.

The Wrongs of Indian Womanhood, chs. xiii. to end.

Additional References—

*The Women of India, and what can be done for them (Christian Literature Society).

*Our Indian Sisters (Storrow).

The High-Caste Hindu Woman (Ramabai).

Daily Life and Work in India (Wilkins), ch. xviii.

FOURTH MEETING.

PAPER 1.

(To occupy 10 minutes.)

History from 1526 A.D. to 1858 A.D.

The Mughal Dynasty founded by Babar—The reign of Akbar—Akbar and religion—Conciliation of the native Hindu races—The fruit of his reign—His deposition—Aurangzeb's reign—Decline of the Mughal Empire—The rise of the Marathas—Early European settlements—Portuguese—Dutch—East India Company—Its control of Madras, Bombay, and Calcutta—War with the French—Robert Clive—Warren Hastings—A series of native wars—The mutiny—Its causes—Cawnpur, Lucknow, Delhi—India transferred to the British Crown, 1858.

After a brief mention of the foundation of the Mughal Empire by Babar, spend some time in giving an account of Akbar's life and work. Aurangzeb's reign may be quickly passed over, and also the Maratha wars. Let the account of the East India Company be somewhat fuller, and then pass rapidly over the rest of the subject. This paper does not go beyond the transference of India to the British Crown, because the salient features of the history from that date are for the most part well known, and space can be ill afforded for a subject which, if dealt with at all, would have to be treated elaborately.

Reference—

Brief History of the Indian Peoples (Hunter),
chs. x. to xv.

India : its History, Darkness and Dawn, part I.,
chs. iii. to v.

Additional References—

*The Indian Empire (Hunter), chs. xi., xii., xiv., xv
 History of India (R. Lethbridge), chs. xii. to xxxiii.

PAPER 2.

(To occupy 20 minutes.)

Early Indian Religion.

The Aborigines and their worship—Aryans and their gods—Mixing of the religions of these early inhabitants—Origin of Hinduism in the Veda—The Rig Veda, its probable date and general nature of its contents—Early Vedic gods and nature worship—The Brâhmanas: devoted to the explanation of sacrifices and ceremonies, and to the laying down of rules for ritual observance—Date—Doctrine of a future life appears—The rise of the Brâhmanas—Their schools and increase in power—The Upanishads, anti-ritualistic and philosophic—Date—Their Pantheistic teaching—The ethics of the Upanishads—Stagnation and atrophy of the faculties of the soul and body, and personal extinction their goal—The doctrine of transmigration of souls.

The first three points must be dismissed very briefly. They are introduced to show the effect which the Aboriginal worship with its sacrifices had on Aryan religion. Try and explain the contents of the Veda, taking care not to confuse the general term Veda with the Rig Veda. The mention of Vedic gods must be brief. Explain how it was that the Brâhmanas arose, but do not delay to give an elaborate account of the Brâhmanas, and do not confuse Brâhmanas and

Brâhmanas. The Upanishads are most important ; compare the differences between the " plan of Salvation " of the Brâhmanas and that of the Upanishads.

References—

Hinduism (Monier-Williams), chs. i. to iv.

Studies in Eastern Religions (Geden), pp. 25 to 104.

Brief History of the Indian Peoples (Hunter),
ch. iv.

Additional References—

*Hinduism and its Relation to Christianity
(Robson), chs. i., ii.

*India : What can it Teach us? (Max Müller),
lectures v. to vii.

*The Vedic Religion (Macdonald).

The Trident, the Crescent, and the Cross (Vaughan),
ch. iii.

Studies in the Upanishad (Slater) (Christian
Literature Society).

An Account of the Vedas, &c. (Christian Literature
Society).

PAPER 3.

(To occupy 15 minutes.)

Educational Work.

Present phases of educational work—Day schools for children—Schools and colleges for higher education—The *raison d'être* of a Mission school or college—The nature of the curriculum in the average school and college—The place of religious instruction—Non-Christian teachers in Mission colleges—The need for

native Christian teachers—Difficulties in connection with their training—An opportunity for European Normal students—The attitude of the Indian Government to Mission schools—The attitude of the Home Churches—The testimony of Europeans to the value of Mission colleges—The testimony of natives—The Mission college a moral hospital.

It will not be wise to give many statistics in the early part of the paper. State briefly the different kind of schools which exist. The question how to raise up more native Christian teachers is one to which students might well give their attention. The attitude of the Home Churches to Educational Missions should receive some attention; there is a great deal of uncertainty among some people on the subject. A few striking testimonies of Europeans and natives should be quoted from *The Conversion of India*. Mr. Allnutt's two papers, referred to, should be very carefully read. Should the student wish to deal with some particular college, the Madras Christian College might be taken and reference made to the *Madras Christian College Calendar*.

References—

The Present Needs of Christian Educational Enterprise in India (*Cambridge Mission to Delhi. Occasional Paper 22*. Allnutt).

Education as a Missionary Agency (*Short Paper No. 6, S.P.G. and Cambridge Mission to Delhi*. Allnutt).

The Conversion of India (Smith), ch. viii.

The Cross in the Land of the Trident (Beach), ch. vii.

Additional References—

*Educational Missions in India. Special Report to the General Assembly of the Church of Scotland.

Christianity and the Progress of Man (Mackenzie), ch. v.

Students and the Missionary Problem, pp. 446 to 472.

Life of Alexander Duff (Smith), chs. xiv., xvi., xx.

Christian Missions and Social Progress (Dennis), vol. ii., pp. 33 to 39.

Indian Missionary Manual (John Murdoch), ch. xvii.

FIFTH MEETING.

PAPER 1.

(To occupy 25 minutes.)

Hinduism.

Term "Brâhmanism" given to earlier form of Indian religion, and "Hinduism" applied to later developments—The Spiritual supremacy of the Brâhmins and Caste the main pillars supporting Hinduism—The Pantheism of Hinduism—Its polytheism—Maya—The Maya of the gods—Mediators leading to the Supreme Spirit—The Hindu triad, Brâhma, Vishnu, Siva—The two official sects of Hinduism—Vaishnavism and Saivism—A brief description of Vaishnavism—Vishnu its supreme divinity—His qualities—His contact with man only possible through Avatâras—What is an Avatâra?—Mention of some important Avatâras—Initiation into the sect—Sacred marks—Gurus—Saivites—The God Siva—His qualities—A materialistic and idolatrous creed—Worship of goddesses—Sacrifice to the gods—The two sects represent the way of faith, and the way of works.

This is a very condensed outline. The first point to dwell upon is Caste. Although the outline only just mentions it, it is necessary at this point to mention the nature of Caste. In speaking of the Hindu triad, try and explain the Hindu belief as to a Supreme Spirit, but do not give lengthy accounts of Vishnu and Siva. In dealing with the question of Avatâras, describe one, and make some special mention of Krishna, who is an important Hindu god. Saivism may be briefly dismissed, but emphasize the difference between the way of Salvation according to each of these sects. It should be borne in

mind that this outline gives an account of the development of Hinduism rather than exact description of what even philosophic Hinduism is like at the present day. An outline of Christianity, if written on the lines of this sketch, would begin with the Old Testament, and carry the student on to the New Testament teaching.

References—

- Hindūism (Monier-Williams), ch. vii.
 Studies in Eastern Religions (Geden), pp. 126 to 170.
 Brief History of the Indian Peoples (Hunter),
 ch. viii.
 India : its History, Darkness and Dawn, part II.,
 ch. i.

Additional References—

- *Hinduism and its Relation to Christianity (Robson),
 chs. vi. to ix.
 *The Trident, the Crescent, and the Cross (Vaughan),
 ch. iv.
 *Brāhmanism and Hindūism (Monier-Williams),
 chs. ii. to vii.
 Hinduism Past and Present (Murray Mitchell).
 Philosophic Hinduism. Religious Reform, part ii.
 (Christian Literature Society).
 Asiatic Studies (Lyall), chs. v., xi.

PAPER 2.

(To occupy 20 minutes.)

Popular Hinduism.

The elaborate Hindu philosophies have not penetrated to the lower strata of Hindu life—The religiousness of the Hindu—The religion of the villages a perpetual effort to propitiate some malevolent deities, and to extort

blessings from others—The multitude of popular deities—The worship of animals, trees, plants, &c.—Ancestor worship—Sacred rivers—Sacred places—Pilgrimages—Festivals—Some common elements in Hinduism and Christianity—The message of Christianity to the Hindu, Repentance, Forgiveness, Vicarious Atonement, Divine Incarnation.

This outline should be easy to follow. Dwell upon the element of fear in Hindu worship; it is the most apparent feature to the ordinary observer. The common elements in Hinduism and Christianity should be brought out. Do not spend much time on the description of the worship of animals, &c. The place of sacred rivers in the life of the Hindu is perhaps the best item to pick out of the latter part of the outline for special mention.

References—

- Hindūism (Monier-Williams), ch. xii.
- Studies in Eastern Religions (Geden), pp. 171 to 183.
- Popular Hinduism (Christian Literature Society).
- The Hindu at Home (Padfield), chs. xvi., xvii.

Additional References—

- *The Trident, the Crescent, and the Cross (Vaughan), ch. vii.
- *Brāhmanism and Hindūism (Monier-Williams), chs. viii. to xvii.
- *Hindu Manners, Customs, and Ceremonies (Dubois), part iii.
- Hinduism and its Relation to Christianity (Robson), ch. xi.
- Daily Life and Work in India (Wilkins), chs. vi. to xii.
- Popular Hinduism (Murdoch).

SIXTH MEETING.

PAPER 1.

(To occupy 20 minutes.)

Mohammedanism in India.

First incursions of Mohammedans into India, 705 A.D.—Mahmud of Ghazni—The founder of the Mohammedan power in India, Mohammed Ghorī—Akbar, 1560 A.D.—The deposition of the Emperor of Delhi, 1857—The distribution of Mohammedanism in India—The meaning of Islam—The Mohammedan idea of God—Miracles—Teaching concerning the prophets—The Koran—The five pillars of Islam, their observance—The individual work of the Mohammedan missionary—The attraction of Mohammedanism for the lower castes.

This outline begins with mention of the entry of Mohammedanism into India. It should be remembered that this religion was not only carried in by force of the sword, but that much peaceful proselytizing was done by traders on the Malabar coast. The student will not find reference to this unless he is fortunate enough to secure *The Preaching of Islam*. The historical part of the paper should be passed over rapidly. Dwell on the Mohammedan idea of God and the five pillars of the faith, and close with a brief mention of Mohammedanism in India. This paper can only touch the fringe of a very large subject. We have found some difficulty in deciding on references. The books named are all useful. The one which will give most help to the student who has a very limited amount of time to give to preparation is *Mahammed, Buddha, and Christ*.

References—

The Religion of the Crescent (W. St. Clair-Tisdall).
India: its History, Darkness and Dawn, part II,
ch. iii.

Additional References—

- *Mohammed, Buddha, and Christ (Marcus Dods),
lecture i.
- *The Preaching of Islam (Arnold), chs. xi., xiii.
- *Hinduism and its Relation to Christianity (Robson),
ch. x.
- *The Faith of Islam (Sell).
Islam, and its Founder (Stobart).
Indian Muhammedans (*Occasional Paper No. 5,*
Cambridge Mission to Delhi. Bickersteth).
Arabia and its Prophet (Christian Literature Society).
The Trident, the Crescent, and the Cross (Vaughan),
ch. vi.
The Sources of Islam (St. Clair-Tisdall).
Notes on Muhammedanism (Hughes).

PAPER 2.

(To occupy 15 minutes.)

Parsi, Jaina, Sikh.

The place of Parsiism in history—Zoroastrianism and its founder—The Zend-Avesta—Its contents—Why the Parsis came to India—Present numbers—Laws and government—Numbers and location of the Jaina—The origin of Jainism—Mahāvira—Relation of Jainism to Buddhism—Jaina sacred literature—Leading Jaina doctrines—Ritual and temples—The Sikh religion begins

with Gūrū Bābā Nānak Bedē—The Sikh nationality begins with Gūrū Gōvina Raī Sodhī—Rise of the Sikh power—The two Sikh wars—Sacred books of the Sikhs—The chief doctrines of the Sikhs—The Golden Temple at Amritsar—The number of the Sikhs.

This outline has been written entirely from Mr. Thornton's book, *Parsi, Jaina, and Sikh*, which gives all the information that is needed for a short paper. If further references are desired, a list of authorities will be found in Mr. Thornton's book.

Reference—

Parsi, Jaina, and Sikh (D. M. Thornton).

Additional References—

- *The Parsis and their Religion (Christian Literature Society).
- *The Zend-Avesta and the Religion of the Pârsis (Murray Mitchell).

PAPER 3.

(To occupy 10 minutes.)

Early and Roman Catholic Missions.

The legend of St. Thomas' and St. Bartholomew's work in India—Pantænus—Nestorian work in India—Christian monuments—Cosmas and his work—The Syrian Church—Marco Polo—John of Monte Corvino—Jordanus and Odoricus—The Jesuits begin work in India—Francis Xavier—Early life—Conversion—Starts for India, 1542—His work in South India—Results—The Inquisition in India—The suppression of the Jesuits—The effect on Indian Missions—Re-establishment of

the Jesuits—The present position of the Roman Catholic Church in India.

The chapters mentioned for reference in *The Conversion of India* contain the fullest account of the subject treated in this outline. But if *The Indian Empire* is available, it should be referred to also, as the account given in it is more easily followed than that in Dr. Smith's book.

References—

The Conversion of India (Smith), chs. ii. to iv.

The Cross in the Land of the Trident (Beach),
ch. vi.

India : its History, Darkness and Dawn, part III.,
chs. i., ii.

Additional References—

*The Indian Empire (Hunter), ch. ix.

*The Syrian Church in India (Rae).

India and Malaysia (Thorburn), chs. xi., xii., xiv.

History of Christianity in India, with its Prospects
(Christian Literature Society).

C.M.S. Atlas, see section on India.

SEVENTH MEETING.

PAPER 1.

(To occupy 15 minutes.)

Protestant Missions in India.

Danes the first Protestant missionaries—Ziegenbalg and his labours—Schwartz—His labour in the Gospel—Political mission to Hyder Ali—Kiernander—The Serampore Triad—Their success—Bible translation—East India Company's opposition—Bishop Middleton—The Mutiny and its effect on Missions—Alexander Duff's work and influence—The rapid increase of missionary agencies—The present position of Missions in India.

This study makes no attempt to outline the history of Protestant Missions to India. The subject is too large. It will be easy to give a general account of Missions up to the Mutiny, writing of work after that the student must either specialize on the work of one particular society, or else one particular section of the Indian Mission-field. This can be best done by using Sherring's *History of Protestant Missions in India*, and bringing the information in it up-to-date with Missionary Societies, Reports. Where the time for a paper is limited the student will probably find the above outline extensive enough.

Reference—

The Conversion of India (Smith), chs. v., vi., ix.

India : its History, Darkness and Dawn, part III., chs. iii., iv.

Additional References—

*History of Protestant Missions in India (Sherring).

*History of Christianity in India (Christian Literature Society).

The Indian Empire (Hunter), ch. ix.

India and Malaysia (Thorburn), chs. xv., xxiv.

C.M.S. Atlas (new ed.), pp. 97 to 103.

The Cross in the Land of the Trident (Beach),
ch. vi.

PAPER 2.

(To occupy 15 minutes.)

The Government of India.

The Presidencies—The control of the Indian Government—Viceroy, Lieutenant-Governors, Commissioners of Divisions, District Officers—The Secretary of State and Council of India—How law is made for India—The Indian Penal Code—Native Judges—The place of the native in the work of governing—The Civil Service—The importance of the District Officer—The Forest Officer—Native States—Rajahs—The British Resident.

The above sketch will only give a very general idea of the Government of India. But it is worth trying to understand the situation even in a general way. Having explained the relationships of the chief governmental officers, try to explain how Indian law is made, make some mention of the Indian Penal Code and its origin, this Code is remarkable for its excellence. The place of the native in the work of governing, and the work of the District Officer should be carefully treated. The dry facts can easily be gathered from Sir J. Strachey's

India, and some stories from Mr. Steevens' *In India* will help to brighten the paper, which will be dull unless trouble is taken, but which can easily be made bright and interesting.

References—

India (Strachey), chs. iv. to vii.

In India (Steevens), chs. ix., xv. to xvii., xix., xxvi.

Additional References—

*The Indian Empire (Hunter), ch. xvi.

History of India (Lethbridge), part vii.

PAPER 3^a

(*To occupy 15 minutes.*)

Indian Attempts at Religious Reform.

Râmmohun Roy and his teaching—The organization of the Brâhmo-Samâj—Keshub Chunder Sen—The formation of the new Brâhmo-Samâj—Its teaching—Its view of Christ—Its imitation of Christian worship—Its weakness—An eclectic system—Dayānand Saraswati—Foundation of the Aryan-Samâj—Members strict Hindus—Return to Vedic teaching—The failure of these reform movements.

Some special mention of Keshub Chunder Sen should be made. He was a truly remarkable man, who seemed often on the verge of becoming a Christian. It will not be possible to do more than give a general idea of the line of reform adopted by these two movements. The Brâhmo-Samâj is eclectic, and borrowed from all the book religions, especially from Christianity. While the

Aryan-Samāj is purely Hindu, Dayānand Saraswati studied the Bible and rejected it.

References—

Studies in Eastern Religions (Geden), section
“Modern Reform Movements.”

The Brahmo-Samāj and other Modern Eclectic
Systems of Religion in India (Christian Literature
Society).

Additional References—

*Hinduism in its Relation to Christianity (Robson),
ch. xii.

Brāhmanism and Hindūism (Monier-Williams), chs.
xix., xx.

Biographical Essays (Max Müller), essays i. to iii.

EIGHTH MEETING.

PAPER 1.

(To occupy 15 minutes.)

Education in India.

Macaulay's opinion as to the value of Hindu learning—The views of Warren Hastings—The policy of the Government as laid down in 1835—The creation of a department of Public Instruction—Its policy—The effect of education judged by the census of 1891—Primary education—The five universities—The goal of the student—Medical colleges—Female education.

This study leaves out altogether the important work done by Mission colleges, and also the effect of education on the religion of the student class, as this is treated in another study. The writer of this paper should aim at giving a short account of the provision made by the Government for the education of the native, and of the way in which the native avails himself of his opportunities.

References—

India (Strachey), ch. xvi.

In India (Steevens), ch. x.

PAPER 2.

(To occupy 15 minutes.)

Work among Indian Students.

The extent of the Indian student field—Importance of the student class—Their religious condition—The effect

of Western education—Work among students—The intercollegiate Y.M.C.A.—Methods of work—Student conferences—Lectures—Literature—Personal work—The opposition to baptism—Results.

Mr. Wilder's book must be the main source of information for this paper. Give some account of the nature of the work which the Indian College Y.M.C.A. tries to do. Make special note of the opposition which baptism causes. The results of student work are not great so far. Do not rely too much on statistics. We have been told by a former leader of the S.V.M.U. that most of the statistics relating to student work which are published make the work appear more successful than it has been.

References—

Among India's Students (R. P. Wilder).
Report of Versailles Conference, pp. 117 to 120.

Additional References—

*Strategic Points in the World's Conquest (Mott),
chs. viii. to x.
A Spiritual Awakening among India's Students,
parts ii., iii.

PAPER 3.

(To occupy 15 minutes.)

India's Appeal.

Our possession of India a great responsibility—The vastness of the population—The importance of the position of India in relation to the rest of Asia—The disintegrating and destructive effect of the presence of

the English in India on Hindu life—The influence of ungodly Englishmen—The doors opened by the famine—The natural religiousness of the people—The failure of their religions—The supremacy of Christ are reasons why India claims our service.

The above outline contains a few thoughts which would bear working out at length. No doubt plenty more will have suggested themselves to the student by the time this study has been reached. The writer of this paper should aim at pressing home upon his hearers a sense of their individual responsibility for the evangelization of India, as citizens of the British Empire, and as servants of Jesus Christ.

References—

Our National Responsibility for India (*Short Paper of the S.P.G. and Cambridge Mission to Delhi*, No. 1. Rev. G. A. Lefroy).

The Cross in the Land of the Trident, ch. viii.

The Conversion of India (Smith), ch. ix.

India : its History, Darkness and Dawn, part III., chs. v., vi.

Additional References—

Daily Life and Work in India (Wilkins) ch. xix.

England's Mission to India (Barry).

REFERENCE LIBRARY for USE WITH THE STUDIES

Publication and Author.	Publishers.	Published Price.	Cost Price.
India: its History, Darkness and Dawn (Rev. W. St. Clair-Tisdall)	S.V.M.U.	—	1/- net.
Brief History of the Indian Peoples (Sir W. W. Hunter) ...	Clarendon Press ...	3/6	2/8
India (Sir John Strachey)	Kegan Paul ...	6/-	4/6
In India (G.W. Steevens)	Blackwood & Sons..	6/-	4/6
The Conversion of India (Dr. George Smith) ...	John Murray ...	9/-	Out of print.
The Hindu at Home (Rev. J. E. Padfield) ...	Simpkin Marshall...	3/6	2/8
The Cross in the Land of the Trident (Rev. H. P. Beach) ...	R.T.S. ...	1/-	9d.
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